

DOCUMENT RESUME

ED 061 484

AC 008 972

TITLE Interim Progress Report on the Project, "From Research to Practice in ABE: Phase I.
PUB DATE Oct 70
GRANT OEG-0-70-4600 (324)
NOTE 41p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Adult Basic Education; *Demonstration Projects; *Models; Objectives; Organization; Problem Solving; *Reports; *Research; Social Sciences

ABSTRACT

A project that served as a demonstration effort in ABE is discussed. This project endeavored to: (1) identify significant research literature in the social sciences relevant to such problems; and (3) develop and disseminate a series of monographs which translates the findings of research and suggests solutions to problems in a manner which was meaningful to practitioners. Three models were developed as alternative solutions: the social organization model, a simple linear model of progression through an ABE program, and a model relying on analyzing ABE in terms of content, clientele, and functional dimension. (CK)

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~~APPENDIX A~~

INTERIM PROGRESS REPORT ON THE
PROJECT "FROM RESEARCH TO PRACTICE
IN ADULT BASIC EDUCATION: PHASE
I." GRANT NUMBER--OEG-0-70-4600(324)

Oct, 1970

AC 008 972

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INTERIM PROGRESS REPORT ON THE PROJECT,
"FROM RESEARCH TO PRACTICE IN ABE:
PHASE I." GRANT NUMBER--OEG-0-70-4600(324)

I. INTRODUCTION

In August of 1970, the Department of Adult Education, Florida State University was awarded a special project grant from the U.S. Office of Education for a demonstration effort entitled "From Research to Practice in Adult Basic Education." This project endeavored to (1) identify significant problems in the practice of adult basic education; (2) conduct a thorough search of the research literature in the social sciences relevant to such problems; and (3) develop and disseminate a series of monographs which translates the findings of research and suggests solutions to problems in a manner which was meaningful to practitioners. In essence, this project sought to demonstrate a technique whereby relevant findings and implications of empirical research could become known to and employed by adult basic education practitioners for problem solving and program improvement purposes. Additional elaboration of the background, rationale, objectives and methodology of this effort appears in the original project proposal. The purpose of the present report is to provide a brief synopsis of project activities initiated during the period from September 1, 1970, to December 1, 1970.

II. STAFFING

A. Project Staff--The following persons have been employed to serve as the central project staff:

	<u>Name</u>	<u>Title</u>	<u>Time Devoted to Project</u>
1.	Dr. Wayne Schroeder	Project Director	75%
2.	Mr. Charles Divita, Jr.	Assistant Project Director	100%
3.	Mr. Gary Norsworthy	Research Assistant	50%
4.	Mr. Jim Umphrey	Research Assistant	50%
5.	Mr. Aubrey Gardner	Research Assistant	50%
6.	Miss Ilze Gueiros	Research Assistant	50%
7.	Miss Myra Ashley	Research Assistant	50%
8.	Mrs. Sharon Cooper	Project Secretary	100%
9.	Mrs. Tommisenia Watson	Project Secretary	100%

B. Project Writers--These persons have been employed on a part-time basis to develop research monographs:

1.	Dr. Coolie Verner	Professor of Adult Education, University of British Columbia
2.	Dr. Alan Knox	Professor of Adult Education, Columbia University
3.	Dr. Don Seaman	Professor of Adult Education, Mississippi State University
4.	Dr. Robert Snyder	Professor of Adult Education, University of South Carolina

C. Consultants Employed to Date--

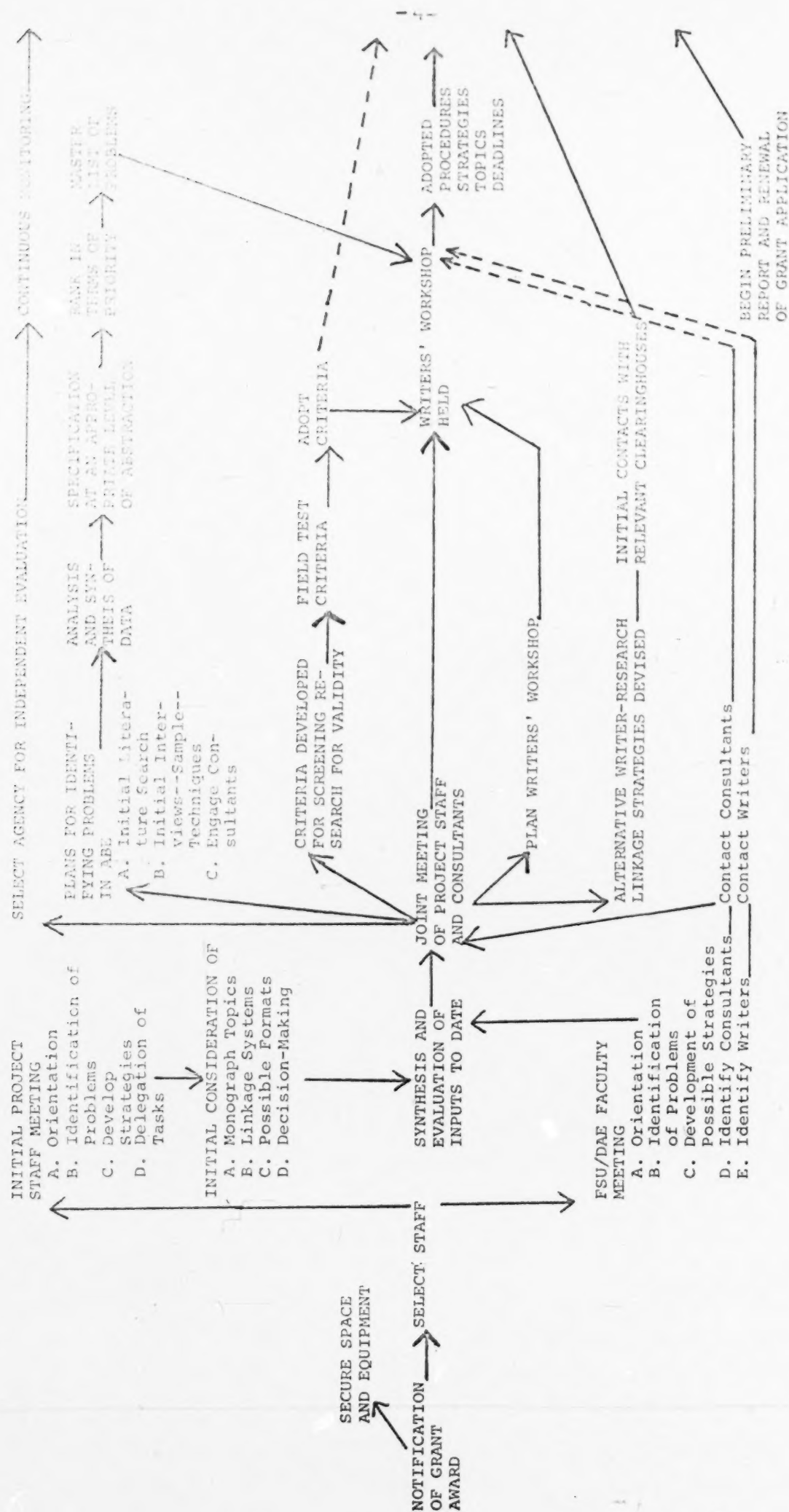
1. Mr. Roger DeCrow, Director of ERIC Clearinghouse on Adult Education, Syracuse University.
2. Mr. Jules Pagano, Executive Secretary of Adult Education Association.
3. Mrs. Ann Hayes, Appalachian Adult Basic Education Demonstration Center.
4. Mr. Chalmers Murray, Director of Adult Education, Broward County, Fla.
5. Dr. John Snider, Assistant Professor of Adult Education, Colorado State University.
6. Dr. Robert Stakenas, Professor of Education, Florida State University.

III. FACILITIES AND EQUIPMENT

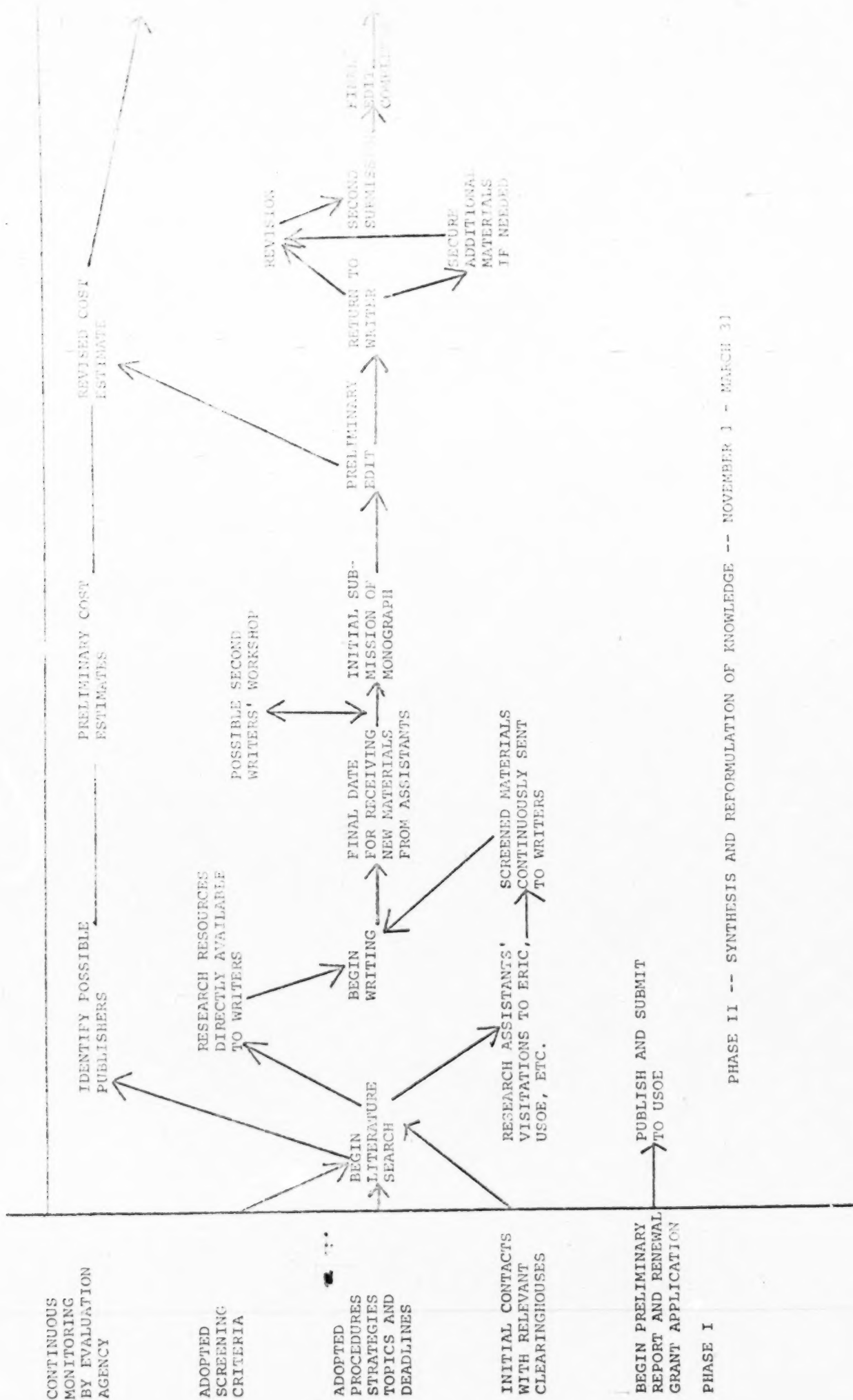
In addition to the existing Office of Adult Education another building has been secured on the campus of Florida State University and designated as the Adult Education Research-Information Processing Center. The project staff and all materials related to the project are to be housed in this facility as soon as necessary renovations, now underway, are completed. Office supplies, chairs, desks, file cabinets, microfiche collections, a microfiche reader-printer and other necessary equipment and materials have been or are presently being secured.

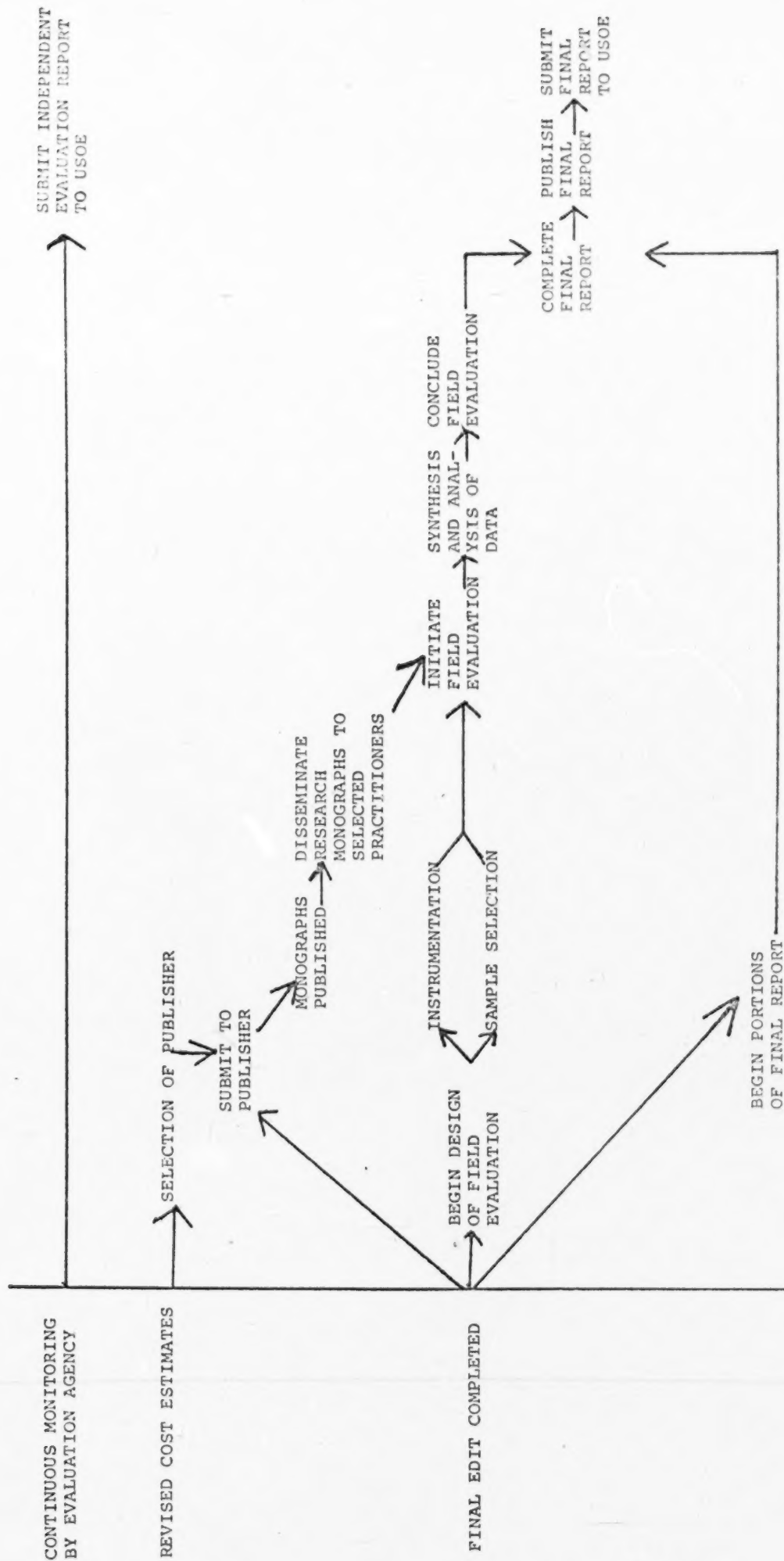
IV. INITIAL PLANNING AND TASKS IDENTIFICATION

The project staff has used selected faculty members of Florida State University and key consultants in planning and mapping out an overall plan for the conduct of this project. A project flowchart of major activities and events; the various relationships between them; and dates for their occurrence appear on the following three pages.



PHASE I -- PREPARATION -- AUGUST - OCTOBER 31, 1970





PHASE II

PHASE III -- PUBLICATION, DISSEMINATION, EVALUATION -- APRIL 1 - JUNE 30

V. PROBLEM CONCEPTUALIZATION MODELS

Considerable staff time has been devoted to exploring alternative ways of specifying or analyzing problems in Adult Basic Education. With regard to the question of identifying problems at various "levels of abstraction" the social organization model which appears on the following page proved useful. It should be noted that the following guidelines were used when considering problems in ABE: (1) A problem may be thought of as an undesirable condition or as a disparity between an existing condition and an ideal condition; and (2) such disparities may exist because of lack of resources, time, money or knowledge. The "Research to Practice" project was only concerned with problems which exist because of inadequate or insufficient knowledge.

A second model which was used by the staff in identifying and analyzing problems in ABE consisted of a simple linear model of progression through an ABE program (i.e., Identification, Recruitment, Engagement, Counseling, Diagnosis, Prescription, Learning, Evaluation, Termination, Placement, Follow-up).

A third model which the staff employed relied on analyzing ABE in terms of three dimension, namely, content, clientele, and functional dimension. A schema of this particular model and an example of its use is provided on page 9.

-8-

A. Social Organization Model

We may conceive of the Adult Basic Education System as consisting of a series of subsystems, each one of which furnishes inputs which, in turn, may contribute in a negative or positive sense to the production of desired outputs. If we consider outputs as dependent variables, then we might consider various elements or happenings within a subsystem as inputs or independent variables. Offered now are seven subsystems complete with examples of elements within each.

1. National
 - a. Definitions
 - b. Regulations
 - c. Funding Policies
 - d. Goals
2. State
 - a. Definition
 - b. Leadership Training
 - c. Funding Policies
 - d. Goals
3. Community
 - a. Coordination and Cooperation with Other Agencies
 - b. Employment Opportunities
 - c. Commitment of Power Structure
 - d. Reference Group
4. Program
 - a. Recruitment
 - b. Publicity
 - c. Staff Training
 - d. Counseling
5. Learning Environment
 - a. Nature and Size of Learning Group (Method)
 - b. Room Arrangements
 - c. Nature and Location of Physical Facility
6. Teacher--Student
 - a. Software
 - b. Hardware
 - c. Techniques
 - d. Verbal Interaction
 - e. Sequence of Learning Experience
 - f. Teaching Styles

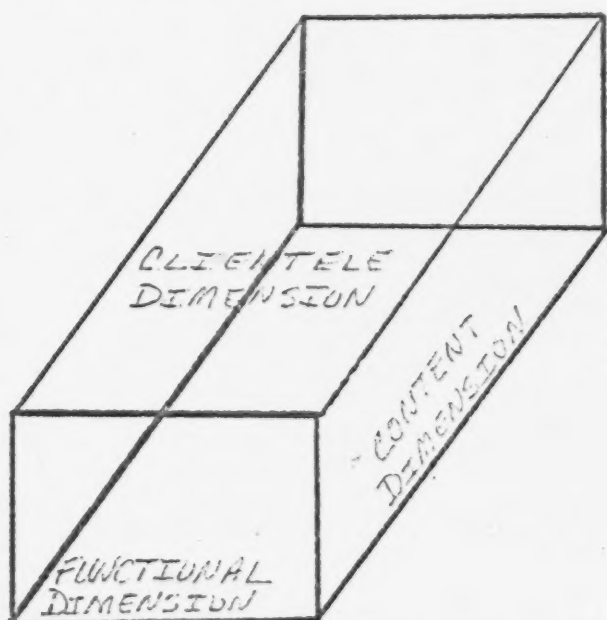
7. Student

- a. Interests-Values
- b. Needs-Expectations
- c. Socio-Economic Status
- d. Learning Styles
- e. Self-Concept
- f. Friendship Patterns
- g. Significant Others

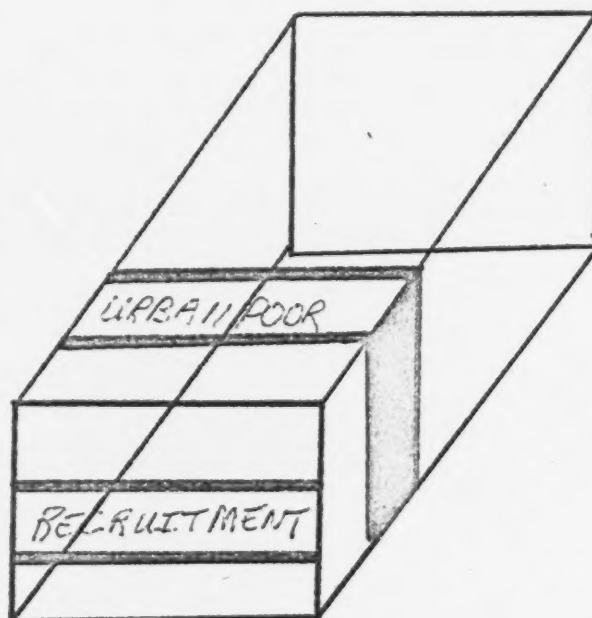
Use of the above model may be illustrated by briefly analyzing a commonly iterated problem in ABE--call it "dropout". The question becomes, "What inputs (independent variable)" generated at different subsystem levels may be associated with the output, "dropout" (dependent variable)? When considering the student level for example, it seems reasonable to suggest that influence of significant others and personal values may be operating. Similarly, one might suggest that patterns of verbal interaction and teaching styles at the teacher-student level may have their impact, etc., etc.

Once research is examined to illuminate relationships hypothesized, it might then be possible to suggest certain implications for the practice of those operating at the various subsystem levels.

B. Dimensional Model



Basic Model For Considering Problems In a Variety of Dimensions



Two-Dimensional Problem: Recruitment of Urban Poor

VI. STRATEGIES FOR IDENTIFYING PROBLEMS IN ABE

Significant problems and concerns of ABE teachers were identified via five major efforts:

- A. Literature Searches--Numerous books, journals, papers, theses, dissertations, ERIC documents, Institutes, Workshops, and Conference reports, and Special Project Reports were examined.
- B. Surveys--Data from two surveys were incorporated into the problem identification effort: (1) a survey of all State Directors of Adult Education taken during the 1969-70 National Institute for Resource Development; and (2) a survey of approximately 200 in-service teachers and administrators in the State of Florida.
- C. Field Interviews--An in-depth semi-structured interview was conducted with approximately 100 ABE teachers, counselors, administrators, paraprofessionals, and students operating in WIN programs, migrant programs and regular ABE programs. These programs were conducted in public schools, churches and adult centers in both urban and rural areas.
- D. Consultants--Numerous nationally acclaimed experts in ABE were interviewed and/or corresponded with in order to identify their impressions of the most pressing problems in ABE.

As a result of the above efforts a comprehensive list of "Problems and Concerns" was developed for use in the project. This document appears on pages 11 through 19 of this appendix.

Problems and Concerns in ABE

A very major portion of the project staff's time thus far has been devoted to the identification of the problems and concerns of ABE practitioners. This document represents a synthesis of that effort. These problems or concerns (call them what you may) were identified through two methods--literature searches and field interviews with practitioners. The literature search included examinations of dissertations, theses, papers, reports, surveys, books and pamphlets. The materials examined were limited to those available at the Florida State University Library and the Department of Adult Education Library.

In order to validate and receive further elaboration of the problems identified in the literature, a series of interviews were held in the following areas--Jacksonville, St. Augustine, Orlando, St. Petersburg, Clearwater, Pensacola, Panama City and Tallahassee. In these areas rural and urban programs were visited. Interview teams talked with students, teachers, counselors, and administrators in WIN programs, migrant programs, and regular ABE programs. Programs in public schools, churches and adult centers were visited.

The problems identified have been categorized under broad areas. The symbols (L) and (I) have been used to designate the problems identified through the literature search and interviews respectively. Hopefully, the list will facilitate the development of the ultimate problem statements and monograph topics for this project.

Objectives of ABE

- (L) 1. What is a complete definition of ABE? What should be the ultimate objective of ABE? What are some of the major intermediate objectives? Which objectives do most programs strive to achieve? With which objectives do ABE students most identify?
- (LI) 2. How can objectives in ABE be stated in measurable terms? Should they be? What difference does it make to do so?
- (L) 3. Who should determine these objectives? What should be the role of the teacher, community, student, administrator in doing so? Does it make any difference with regard to who's involved in the stating of objective? If so, in what ways?
- (L) 4. What are the cognitive, affective, and psychomotor objectives which are most important to strive for in ABE programs?
- (LI) 5. What is the distinction between a basic education program and a literacy program? How does any such distinction call for changed teacher behavior? How (if at all) are the objectives of the two programs different? Which program can best serve the needs and wants of the under-educated, disadvantaged adult? Why?

Recruitment and Engagement

- (LI) 1. Why are programs plagued by irregular attendance and irregular arrival? Why don't some clients take the program seriously? How do such things as work commitments, different concepts of time, low value placed on education interfere with active and meaningful participation in the ABE program? In essence what are the factors in the social milieu which adversely impinge on the under-educated adults' ability and desire to participate in an educational program? What factors related to the ABE program itself do so? How can ABE practitioners help ABE clients develop more "educationally facilitating" behaviors, attitudes and values?
- (I) 2. What does the beginning student feel when he enters the program? What is the role of anxiety on the part of the beginning ABE student? How can it be overcome?
- (I) 3. What is the effect of paying people to come to ABE classes? Which is most effective, voluntary or required class attendance? How are such things as attendance, retention, motivation, etc., affected in these two different situations?

- (I) 4. Should recruiting of students be aimed at groupings (ex. families, co-workers) instead of individuals? What recruitment techniques have been shown to be the most effective?
- (LI) 5. What is or should be the role of the community and other agencies in the recruitment of students?
- (L) 6. What attitudes, values, fears, and aspirations of under-educated, disadvantaged should be understood by the ABE paractitioner concerned with recruitment?

Diagnosis and Testing

- (I) 1. What problems are encountered as a middle class teacher tries to diagnosis the needs (cognitive and affective) of undereducated, lower SES adults? What can be done to help such a teacher establish the necessary rapport, empathy, etc., to do so?
- (LI) 2. How can the anxiety of testing be alleviated?
- (LI) 3. What is informal testing and diagnosis? How can it be done? Why should it be done?
- (LI) 4. What is special learning disability? How can special learning difficulties be diagnosed or identified? What should teachers do about specific "special learning difficulties?"
- (LI) 5. Of the host of standardized tests available, which ones are best for undereducated adults for given purposes?

Curriculum and Materials

- (LI) 1. What constitutes a "practical" curriculum, a "comprehensive" curriculum in ABE? What type of curriculum is "best" for helping the ABE student overcome the factors in his life which have caused him to be labeled "disadvantaged"? What concepts, skills, etc., should the optimum curriculum transmit to the ABE student?
- (LI) 2. What are some useful criteria for evaluating instructional materials and equipment for teaching ABE students? What, in fact, are some of the more effective instruction materials and equipment? In which setting or instances or for what purposes are they most appropriate?
- (LI) 3. Who should be involved in the selection of materials and equipment? What research has been conducted under controlled conditions to test the relative effectiveness of instructional materials and equipment? What are the relative merits of programmed materials versus more traditional forms, versus multi-media instructional forms, versus teacher-made materials? Which are most appropriate for given purposes?

- (LI) 4. How much of the curriculum should be based on expressed wants? On diagnosis needs?
- (I) 5. What kind of curriculum and what kinds of materials are most effective and appropriate for use with the totally illiterate adult who has no basis from which to build?
- (LI) 6. Do different geographical and economic regions have a bearing on the type of curriculum or materials which should be adopted? If so, in what ways? What are the contrasts (if any) between an appropriate curriculum for urban vs. rural areas; agricultural vs. industrial?
- (I) 7. Can the basic education curriculum be integrated (teach health education through English and vice versa)? Is it desirable to do so? What evidence exists that an integrated curriculum is "better"?

Teacher Selection and Training

- (LI) 1. Is there a need for special teachers in ABE? If so, in what respects? What should be their roles? How can they be recruited and trained? What are their desired cognitive and affective competencies? Is a degree-holding teacher best for the job? What does research say about the use of indigent teachers? Teachers of youths?
- (LI) 2. What are some proven criteria for selecting "good" teachers? What characteristics are most important to look for in teachers?
- (LI) 3. What are the special training needs for different types of teachers? (i.e., experienced public school teachers; inexperienced public school teachers; etc.) What methodologies, techniques, and materials should be used?
- (LI) 4. Of what use are paraprofessionals? Do they actually facilitate the achievement of ABE students' objectives? What competencies are desirable? How can they be recruited and trained? What are some of the possible sources of conflict--with teachers, students?
- (LI) 5. How effective have national and regional workshops been in "improving" practitioners of ABE? Are the short term (2-4 weeks) intensive teacher training programs doing the job? What are the most effective types of in-service training for ABE practitioners?

- (L) 6. How is ABE teacher selection and training affected by certification requirements? What are some of the desirable and undesirable certification statutes? In what ways are they desirable or undesirable?
- (LI) 7. How can we help teachers to become more sensitive and empathic? Is it true that most regular school teachers who begin ABE don't know what to do--don't know the problems of the clientele--don't know how to get along with the undereducated, disadvantaged adult?

Teaching Methodology and Teacher Behavior

- (LI) 1. How can we get teachers to stop teaching ABE students as if they were elementary school children?
- (LI) 2. When is it appropriate to teach individually? When is it appropriate to teach in groups?
- (I) 3. What are the advantages and disadvantages of "grouping" in ABE? By age, sex, intelligence, achievement? What method(s) work best in given situations for given people?
- (LI) 4. What is the role of teacher-student value conflicts in ABE with regard to recruitment and retention; motivation and achievement? What should and can be done about such conflicts?
- (I) 5. To what extent is it necessary or desirable for a teacher to become acquainted with or involved in the personal and social problems and affairs of the ABE student? Why?
- (I) 6. Which technique is best for given purposes--directive or non-directive teaching?
- (I) 7. What do ABE teachers need to know about group dynamics? Why don't some ABE students participate in group activities? Is it important that they do so? What can the teacher do to bring about changed behavior in this respect if it is desirable?

Student Motivation

- 1. How can externally diagnosed ABE student "needs" be changed into intrinsic wants? Is this desirable? In what instances? Is a need merely a want of which the person is not aware? Does it make any difference to an ABE teacher to distinguish between diagnosed needs and students' expressed wants? Should the teacher try to help the student embrace needs as wants? Does such teacher behavior constitute indoctrination?

- (LI) 2. What is intrinsic motivation and extrinsic motivation? Which is best for given situations? Can one type become another type? Do ABE students typically respond better to one type than to another?
- (L) 3. What is meant by the concepts "need for achievement," "achievement motivation," and "N-achievement?" Of what utility are such concepts to ABE teachers? Students? How can N-achievement be affected, or can it? How is it initially developed? Are there social class distinctions with regard to this characteristic?
- (I) 4. Why don't some students participate in group activities? How can classroom participation or active participation in learning be increased on the part of the student? Is this desirable? What does the ABE teacher need to know about group dynamics?
- (LI) 5. What is the effect of self concept on motivation? Can self perceived deficiencies be overcome? Is self perception related to initial engagement, retention, and achievement on the part of the student?
- (I) 6. What are the group factors (i.e., socialization) which impinge on motivation? Who are likely to be "significant others" for the ABE student? Of what consequences are these significant others? How can they be identified?
- (LI) 7. What are some key things that teachers, reference groups, etc., can do to "motivate" students for given purposes? What factors have been associated with "motivated" and "unmotivated" persons?
- (I) 8. What does research say about the "culture of poverty" and its relationship with different facets of motivation?
- (LI) 9. How can clients be made aware of the utility and value of ABE to their present and future lives?

Instructional Environment

- (LI) 1. What is the "learning lab" concept? What is good and what is bad about it? What is its relative effectiveness in facilitating student achievement as compared to other approaches?
- (I) 2. Is it important that the ABE learning group be a cohesive one. If so, in what ways? How does one go about helping a group to become more cohesive, provided it is desirable?
- (I) 3. What type of institutional setting is best for what type of student; for what type of program and objectives?

- (I) 4. How do factors of physical environment affect learning, attendance, and retention?
- (LI) 5. What problems of discrimination are present in side and outside of the classroom? How are their effects made known? What can be done about it and by whom?

Evaluation

- (LI) 1. What are the most effective ways to evaluate the influence of the program on the ABE participant? What variables should be examined? What instruments are available? Which ones are most appropriate? What is the purpose of evaluation?
- (LI) 2. How can students be placed at the "right" level without giving a test? What may be wrong with testing ABE students? How can evaluation be made non-threatening? Rewarding?
- (L) 3. What are the most appropriate variables to examine when evaluating the ABE program? What models are available? Which are best?
- (L) 4. What are some proven ways to successfully follow-up students? Of what use is follow-up? What have follow-up studies told us about students that is important for a teacher or administrator to know?
- (LI) 5. How can affective objectives be evaluated?
- (LI) 6. What are the most effective (reliable-valid) criteria to use in evaluating materials and equipment

Retention and Dropouts

- LI) 1. Why do people stay in the ABE program? Are the factors which contribute to retention merely the converse of those which lead to dropping out?
- (I) 2. When are the most critical periods for retaining students in programs?
- (LI) 3. How can dropouts be prevented? Re-engaged?
- (LI) 4. How do teachers' attitudes affect retention? Dropping out?

Guidance and Counseling

- (I) 1. What would the competence or qualifications be for a counselor in an ABE program? Which counseling strategies appear to be the most effective with given individuals in given situations? Is there any evidence to suggest that ABE counselors do facilitate desired behavior modification in students? What should be the duties and responsibilities of an ABE counselor?
- (I) 2. Should job placement be an integrated part of the ABE program. To what extent has this been demonstrated to be a recruitment, retention and achievement factor?
- (I) 3. What is group guidance and group counseling? When are they appropriate for use in an ABE program? How does a teacher get the group involved in such activities? What is the teacher's role?
- (LI) 4. How can ABE students be helped in setting realistic goals? How can they be helped to become more introspective?
- (LI) 5. What is known about the "psychology" of the disadvantaged adult?
- (I) 6. What is the role of "trust" between student and teacher and student and student? How can trust relationships be established?

Adult Learning and Achievement

- (LI) 1. What special problems hamper the undereducated adult's ability and desire to learn? What are the main differences between the undereducated adult learner and the undereducated youthful learner?
- (LI) 2. How do teacher expectations affect learning?
- (I) 3. Do undereducated adults appear to have any specific, unique "ways" of learning?

Program Management

- (LI) 1. How can ABE teachers draw upon community resources (public and private) to meet the total needs of the undereducated adult? Is this strategy desirable? Why? What key ancillary services seem to have the most effect on variables such as recruitment retention, motivation and achievement?
- (LI) 2. What degree of public recognition of the problems of undereducated adults exists? What degree is appropriate? How can more desirable public understanding be secured? How will such increased awareness help the ABE student?

- (LI) 3. What is the most effective and useful ways to plan a program? What factors should be taken into account when planning a program? Why?

Financial Considerations

1. How much money is being expended for basic education for adults at the national, state, and local governmental levels? How much is being spent by private sector sources? Is the financing adequate? In what areas is more money most urgently needed?
2. Have there been any cost effectiveness or cost benefit analysis studies made in ABE? If so, what were the findings? If not, should such studies be made in ABE? If so, how should they be made?
3. What is PPBS? To what extent have PPBS principles been employed in the ABE program development process? Are there any studies which demonstrate that such planning is more effective than traditional planning in ABE?
4. How can more funds be secured from public and private funding agencies? What are these agencies? What data will need to be presented to justify request? What demands (outcomes) should such agencies be justified in anticipating?

VII. IDENTIFICATION OF RELEVANT RESEARCH STORAGE CENTERS, CLEARINGHOUSES, AND INFORMATION SOURCES.

The following is a list of the data depositories and the indices and abstracts which were initially identified as possible sources of research relevant to the project.

A. Data Depositories

1. ERIC--Educational Resources Information Center (19 Clearinghouses)
2. Educational Facilities Laboratory
3. Computer-Assisted Instruction Information Exchange
4. Educational Products Information Exchange Institute
5. Human Relations Area Files (23 participating universities)
6. Institute for Behavioral Sciences
7. NAPCAE--NEA
8. School Research Information Service of Phi Delta Kappa
9. Institute for International Education
10. Scientific Information Center Branch (includes Adult Development and Aging Center)
11. National Opinion Research Center
12. United Nations Literacy Project
13. Clearinghouse for Sociological Literature
14. DATRIX
15. USOE Files
16. Defense Documentation Center
17. Educational Media Research Information Center
18. National Research and Development Centers (e.g. Center for Vocational and Technical Education at the University of Wisconsin)
19. Other Federal Agencies (OEO, Labor, Welfare)

B. Indices and Abstracts

1. British Education Index
2. Dissertation Abstracts
3. Education Index
4. Educational Administration Abstracts
5. Human Engineering Bibliography
6. Masters Theses Abstracts
7. Poverty and Human Resources Abstracts
8. Psychological Abstracts
9. Research in Education (ERIC)
10. Sociological Abstracts
11. Sociology of Education Abstracts (British)
12. State Education Journal Index
13. U.S. Government Research and Development Reports
14. U.S. Government Publications Monthly Catalog

VIII. DEVELOPMENT AND SELECTION OF A LINKAGE SYSTEM

Crucial to the success of this project was the development of an effective and efficient strategy for linking together the project staff, monograph writers, and research resources. The following criteria were employed in the selection of a linkage system. The linkage system should,

- A. Maximize the number of research resources to be tapped.
- B. Minimize duplication of time and effort.
- C. Maximize feedback, communication, and coordination between the writers and project staff.
- D. Provide for at least a common core of research resources to be examined.

Examples of alternative linkage systems examined included the following:

A. "Writers Only" Options

(1) WRITER ↔ Research Resources of Own Choosing

(2) WRITER ↔ Predetermined Research Resources Only

(3) WRITER ↔ Some of Own Choosing; Some Pre-determined

ASSISTANTS AVAILABLE TO THE WRITER ON AN ON-CALL BASIS

B. "Writer-Assistant" Options

(1) WRITER
↕
ASSISTANT ↔ ALL RESOURCES

(2) WRITER ↔ SELECTED RESOURCES
↕
ASSISTANT ↔ SELECTED RESOURCES

C. "Writer-Pooled Assistants" Options

(1) WRITER
↕
ALL ASSISTANTS ↔ ALL RESOURCES

(2) WRITERS ↔ SELECTED RESOURCES
↕
ALL ASSISTANTS ↔ SELECTED RESOURCES

Following consultation with monograph writers and selected information science advisors, alternative B-2 was adopted.

IX. CRITERIA FOR SCREENING LITERATURE

Efforts were made to develop criteria for screening available research literature for validity. The following considerations by Van Delen were adopted to guide this effort.

A. Considerations for Experimental Studies

1. Internal Validity

- a. Contemporary History
- b. Maturation Processes
- c. Pretesting Procedures
- d. Measuring Instruments
- e. Statistical Regression

- f. Differential Selection of Subjects
- g. Experimental Mortality
- h. Interaction of Selection and Maturation, Selection and History, etc.

2. External Validity

- a. Interaction Effects of Selection Biases and the Subjects
- b. Reactive or Interaction Effect of Pretesting
- c. Reactive Effects of Experimental Procedures
- d. Multiple-Treatment Interference

3. Appropriateness of Statistical Tests

4. Formulation of Design

B. General Consideration in Descriptive Studies

- 1. Adequacy of the design for testing the hypothesis
- 2. Explanation of the standards for data collection
- 3. Does the study reflect superficiality or depth of inquiry

C. General Consideration in Historical Studies

- 1. Reliance on primary or secondary sources
- 2. Internal and external criticism
- 3. Can the data be verified by auxiliary sources
- 4. To what extent was the data "interpreted"

X. CRITERIA FOR SELECTING MONOGRAPH TOPICS

The following criteria were employed to select monograph topics from the problems and concerns identified by ABE practitioner:

- A. The frequency with which a problem was mentioned or appeared in interviews, surveys, and literature searches.
- B. The degree to which practitioners and juries of experts rated a problem as being one of the most crucial ones in ABE.
- C. The availability of research dealing with the problems under consideration.
- D. The interests and expertise of the monograph writers.

XI. CRITERIA FOR SELECTING MONOGRAPH WRITERS

The following guidelines were used to identify and select monograph writers.

- A. Familiarity with basic and applied research in ABE.
- B. Understanding of problems in the field.
- C. Ability to address research findings to practical situations.
- D. Availability of time to devote to the project.
- E. Degree to which the individual has the particular expertise necessary to deal effectively with one or more of the tentatively selected monograph topics.

XII. WRITERS' WORKSHOP

The Writers' Workshop was held at the Driftwood Motel in Tallahassee, Florida, from October 11 through October 13. A list of workshop objectives, participants, and accomplishments follows.

A. Workshop Objectives

1. Program Level Objectives

- (a) To present an overview and rationale for the project "From Research to Practice."
- (b) To identify those problems in ABE which will be the topics for the written research monographs.
- (c) To design a format and style for the research monographs.
- (d) To set up a linkage system which ties writers, project staff, and research resources together.
- (e) To determine validity criteria for selection of research.
- (f) To set deadline dates for project tasks.
- (g) To develop objectives for the next writers' workshop.

2. Activity Level Objectives

(a) To present an overview and rationale by

1. discussing the O.E. grant, purpose, scope, need, tasks
2. Introducing workshop participants

(b) To identify problems in ABE which meet the following criteria:

1. are experienced by local administrators and/or instructors
2. are researchable
3. are undesirable conditions or disparities between existing and ideal conditions
4. are caused by a lack of adequate knowledge
5. are acceptable to the writers
6. are at a level of abstraction which is characterized by:
 - (a) independent, intervening, and dependent variables are identifiable
 - (b) variables are understood and used by the practitioner
 - (c) a broader category can be identified for the problem
 - (d) a specific instance of the problem's occurrence can be stated
 - (e) two or more concepts are included in the problem statement

(c) To design a format and style for the research monographs by:

1. Utilizing no more than 4 or 5 main topical areas in Table of Contents

Ex. I -- Introduction to Problem
II-V--Writer's discretion

2. Identifying the dependent variables as the problem and illustrating manipulation of independent variables as solutions
 3. Writing at a high school level
 - a. limited number of polysyllabic words
 - b. avoid use of technical jargon
 - c. footnote only for legal purposes
 - d. use the parenthesized number system for bibliographic citations
 - e. employ a readability formula
 4. Specifying the audience for whom the monograph is intended
 5. Being specific, concise and to the point
- (d) To set up a linkage system which joins writers, project staff, and research resources together by setting up a procedure for:
1. Tapping a number of research resources;
 2. Eliminating duplication of time and effort;
 3. Communicating and coordinating between writers and project staff;
 4. Identifying a common care of research resources to be examined
- (e) To determine validity criteria for selection of research
- (f) To set deadline dates for project tasks
- (g) To develop objectives for the next writer's workshop

B. Workshop Participants

1. Project Staff--Dr. Wayne L. Schroeder, Director
Mr. Charles Divita, Assistant Director
Mr. Gary F. Norsworthy
Mr. Aubrey Gardner
Mr. James Umphrey
Miss Ilze Gueiros
2. Writers-- Dr. Coolie Verner, University of British Columbia
Dr. Alan Knox, Columbia University

Dr. Don Seaman, Mississippi State
University
Dr. Robert Snyder, University of South
Carolina

3. Consultants-- Mr. Jules Pagano, Executive Secretary,
AEA-USA
Mr. Chalmers Murray, Director of Adult
Education, Broward County, Florida
Mrs. Ann Hayes, Appalachian Adult Basic
Education Demonstration Center
Dr. George F. Aker, Professor and Head,
Department of Adult Education, Florida
State University
Mr. Gerald C. Hanberry, Instructor,
Department of Adult Education
Miss Toni Powell, Research Assistant,
Department of Adult Education

C. Workshop Accomplishments

1. Monograph topics, writers, and assistant assignments--
- (a) Dr. Coolie Verner (Assistant: Charles Divita, Jr.)
 - 1. How and Why Adults Learn
 - 2. Adapting Learning Environments to the Physical Characteristics of the Learner
 - (b) Dr. Don Seaman (Assistant: Gary Norsworthy)
 - 1. Dropout Prevention and Reclamation in ABE
 - 2. Starting Student Successfully in the Program
 - (c) Dr. Alan Knox (Assistant: Myra Ashley)
 - 1. The Problem of In-service Education in ABE
 - 2. The Problem of Evaluation in ABE
 - (d) Dr. Robert Snyder (Assistant: Jim Umphrey)
 - 1. Recruitment in ABE
 - 2. Decision Making in the Selection of Learning Resources in ABE
 - (e) Miss Myra Ashley
 - 1. The Selection of Priorities in ABE

(f) Mr. Gary Norsworthy

1. Identification, Training and Utilization of Paraprofessionals.
2. Deadlines--First drafts of monographs were due to be submitted to the project staff by March 1, 1970. Final drafts were due by May 1, 1971
3. Guidelines for format and styles of monographs--
 - (a) Avoid the use of technical terms or jargon
 - (b) Use references that are readily available
 - (c) Select references that are readily available
 - (d) Submit one draft copy referenced in detail
 - (e) Write on a high school reading level
 - (f) Use occasional cross references
 - (g) Monographs should be 30-50 printed pages in length
 - (h) Printers will use 10 point type on a 12 point base
 - (i) Write in a personal form (you)
4. Monograph topic (problem) elaboration--descriptions of the areas or questions to be considered in each of the respective monographs follows:

Problem Concern: Why and How Adults Learn

1. What are the different kinds of memory? Recall-Recognition
2. What does a teacher need to know about each?
Ex. 1. Recall memory smaller than recognition
2. Teach material in terms of the use the learner is to make of it.
3. How does "Meaningfulness of material" affect learning?
4. What criteria should be used to select materials according to learning principles?
5. What is skill learning? What processes or steps are involved in such learning?
6. What is the effect of practice in learning? How should practice be paced?
7. What are the different types of learner behaviors (active vs passive)?
8. What is retroactive inhibition? What can be done to prevent the phenomenon?
9. How does awareness of results affect learning? Should criteria for performance be established?
10. How does sequencing of learning tasks affect learning? What are some learning hierarchical models?
11. Are there specific learning strategies which seem to be most appropriate for the disadvantaged adult?
12. What are the conditions of vertical and lateral transfer?
13. What is the influence of "role models" - teachers?
14. What is the importance of application?
15. How do personality characteristics of the learner affect learning?

Problem Concern: Adapting the Learning Situation to the
Physical Characteristics of the Learner

1. What are the normal physiological changes which occur through adulthood?
 - A. Changes in Senses
 1. Vision
 - a. near point of vision
 - b. far point of vision
 - c. depth perception
 - d. amplitude of accommodation--reserve power of the eye
 - e. speed of the eye--adjustment from near to far vision
 - f. variability of the eye to illumination
 2. Hearing
 - a. auditory acuity
 - b. detection of sound--pitch
 - c. comprehension
 3. Homeostatic Adjustment
 - a. changes in perspiration rates
 - b. optimum - temperatures
 - B. Muscle tone - dexterity - control
 - C. Psychomotor considerations
2. When do these occur and why?
3. How are these changes noted in the classroom? How can they be recognized?
4. How do these factors affect what is to be learned or how something should be learned?
5. What can and should the teacher do about each of these factors?
6. What are the physical profiles for ABE clientele? (disadvantaged, poverty stricken adults) Are his rates of change different from the more economically advantaged adult, how? Why? Is there an abnormal decline?
7. What is the impact of the deprived environment of poverty on physiological development? How does poverty compound physiological decline?
8. What is the effect of occupational status on learning and physiological deterioration?

Problem Concern: How to Reduce the Dropout Rate in ABE

1. What is an ABE dropout
 - When does a person become a "dropout"
2. What is the dropout rate?
 - How does it compare to public school dropout rate?
 - Does it differ according to where programs are located?
3. What are the characteristics of dropouts?
 - Are there certain kinds of personal characteristics common to most dropouts? If so, how can a teacher identify potential dropouts?
4. What are the barriers (non-personal) which prevent the ABE student from remaining in school?
 - Can they be readily identified early in the persons attendance?
5. How can retention be increased?
 - Are there certain methods or techniques which will encourage the student to remain in class?
 - What about location of classes? Transportation? Stipends? etc.

Problem concern: How to Start Students Successfully in the ABE Program

1. How can rapport with the new student be established in order to obtain initial data?
2. What kinds of data should be obtained when the student enters the ABE program?
3. Are there specific methods or techniques which should be utilized when acquiring initial data?
4. How can specific learning strengths and/or weaknesses (disabilities) be diagnosed? Which instruments are best for acquiring these data?
5. What kinds of learning disabilities are most detrimental to initial student progress?

Problem Concern: In-Service Education

1. What competencies and characteristics do typical ABE teachers bring to the ABE program?
2. What are the characteristics of outstanding ABE teachers?
3. What are the major needs of ABE teachers for continuing professional education?
4. In what ways can in-service education experiences most effectively increase the competence of ABE teachers?
5. How can ABE teachers be most readily involved in in-service education?
6. What administrative and organizational arrangements will most facilitate the acquisition and application of increased competence by ABE teachers?

Problem Concern: Program Evaluation in ABE

1. What are the major questions of the ABE learner, teacher, and administrator that, if answered, would substantially improve the program?
2. What contribution can continuous program evaluation make to answering these questions?
3. What types of evidence can be collected in ABE programs to allow data based conclusions?
4. How can the evidence be analyzed?
5. Who should be involved in the evaluation process and what are their roles?
6. How can the ABE director best facilitate the development and implementation of desirable and feasible evaluation plans?

Problem Concern: ABE Recruitment

1. What are some barriers to recruitment?
 - A. Student time constraints
 - B. Student scheduling problems
 - C. Student awareness of ABE programs
 - D. Student perception of ABE program relevant to his life situation. Why is ABE perceived as being important?

- E. Student perception of ABE sponsoring agency as an extension of the "power structure" (to which the student does not belong; he perceives the agency as threatening).
 - F. Student in some groups giving education a low priority.
 - G. Student resistance to change; poor self-concept.
 - 2. What are the elements which facilitate ABE recruitment?
 - 3. Recruitment of whom?
 - A. Types of target audiences - hard-core poor, white/black, employed, unemployed, etc.
 - B. Relationships of program objectives to target audience objectives.
 - 4. Recruitment for what? Diversity of program objectives.
 - A. Manpower programs
 - B. WIN programs, etc.
 - 5. Who has the responsibility for recruiting?
 - A. State
 - B. Coordinator
 - C. Teachers
 - D. Paid recruiter
 - E. Volunteers
 - F. ABE students
 - G. Combination of above
 - 6. What are some of the techniques of recruiting and their relative effectiveness?
 - 7. How do we evaluate recruiting programs?
 - Number of people:
 - A. Contacted
 - B. Interested
 - C. Enrolled
 - D. Continuing in program
- What is the congruence between what recruiters and teachers say and what is understood by target audience in terms of:
- A. Objectives of the program
 - B. Actual operation of the program

8. What tangible results are ABE students gaining from successful programs? And how can this information be used in the recruiting program? ("Follow-up" of successful students)
9. What channels of communication seem to be most appropriate for particular target populations?
 - A. Mass media
 - B. Direct mail
 - C. Posters
 - D. Personal contact
10. What types of messages appear to be most appropriate for particular target populations?

Problem Concern: Decision-Making in the Selection of Learning Resources

1. What constitutes a learning resource?
 - A. Materials - commercial, teacher-made
 - B. Community resources - materials, personnel, etc.
2. What are strategies for locating learning resources?
3. How are resources related to the instructional setting through decision-making processes?
 - A. Setting up objectives - sources, program objectives
 - B. Designing learning activities
 - C. Establishing the range of resources available
 - D. Selecting according to certain criteria
 - E. Evaluating - ends and means
4. Who has the responsibility for identifying resources?
5. What are the criteria for selecting resources?
 - A. Relevance
 - B. Utility
 - A. Community agencies
 - B. School resources (other than ABE)

6. Are there certain procedures for developing teacher-made materials (especially for non-readers)?
 - A. Those materials which supplement existing commercial materials.
 - B. Those materials which are to be used independently of commercial materials.
7. What administrative procedures should be considered to provide for the development and evaluation of materials?
 - A. Time - teacher is "freed" to select and develop materials.
 - B. Funds - inside or outside sources.
 - C. Team approach to the development of materials.
 - D. Pretesting and revision of materials.

Problem Concern: Priorities in ABE

1. What are the major objectives of ABE programs?
2. What categories of people are engaged in the setting of ABE objectives and what are their roles?
3. What are the implications of these objectives for ABE practice?
4. What additional ways are available to screen and select ABE objectives?
5. What criteria are available for the selection and emphasis of ABE objectives?
6. How can the ABE director arrange for the priority setting process to occur effectively?

Problem Concern: Selecting, Training and Utilizing Paraprofessionals in ABE

1. What kind of person should be recruited as a paraprofessional?
2. What kind of training should these persons be given?
3. What is the role of the paraprofessional in ABE -- what should be their duties?
4. What are potential sources of conflict between the paraprofessional and the teacher -- between the paraprofessional and the student? What do evaluative reports on the use of paraprofessionals reveal?

XIII. RESEARCH RETRIEVAL ACTIVITIES

Monograph writers were charged with the responsibility of screening the research resources available through their respective university and departmental libraries. The project staff assumed responsibility for examining the research resources of several major data depositories and clearinghouses. The staff also assumed responsibility for initiating surveys of key individuals for the purpose of identifying additional resources possibly missed through the other retrieval activities. A description of the project staff's research retrieval activities follows:

A. ERIC Clearinghouse on Adult Education and the Library of Continuing Education, Syracuse University, Syracuse, New York

The ERIC Clearinghouse on Adult Education and the Library of Continuing Education at Syracuse University constitute the most comprehensive data depositories in the United States for information pertaining to the field of Adult Education. The Syracuse University Center was visited by three members of the project staff to (1) become oriented to the operations of the overall ERIC system (ERIC/AE in particular) and the resources and services available; (2) screen and retrieve research within the ERIC system which had relevance to the ten problem areas to be dealt with in the research monographs; and (3) consult with ERIC/AE information specialists for the purpose of identifying other relevant data depositories worthy of project staff visitation.

A basic search for relevant research was made through the following ERIC/AE abstract collections.

1. Adult Basic Education
2. Occupational Training programs for Disadvantaged Adults
3. Low Aptitude Groups
4. Disadvantaged Groups
 - a. Poor
 - b. Negro
 - c. American Indians
 - d. Migrant Workers
5. Unskilled, Low Aptitude, Disadvantaged Groups

Numerous collections of documents in other basic areas (i.e., community development; programmed instruction) were also screened. In all, approximately 3000 ERIC/AE abstracts were read and coded. Of this number, approximately one-fifth were sent to the monograph writers with a recommendation for their examination. Writer's request for either hard copy or microform copies of documents were subsequently filled by the project staff in cooperation with ERIC/AE.

B. Washington, D.C.

Members of the project staff visited selected federal agencies during November, 1970, in order to examine research relevant to the "Research to Practice" Project. Considerable assistance and relevant documents were provided by the Bureau of Vocational and Technical Education of the U.S. Office of Education. The project staff met with selected members of the Bureau in order to identify additional references and leads to research and

project reports. Following this meeting, the project arranged for one-day visits with staff members of the Manpower Administration, U.S. Department of Labor. A great deal of time was spent in discussions with employees of the Bureau of Research and Job Corps. These meetings subsequently yielded additional leads and information concerning research reports and/or other information storage centers. Retrieval activities were also pursued through the Office of Economic Opportunity. Numerous research studies and reports were secured through all of the above retrieval efforts. Documents were mailed to Florida State University where they were more closely examined, coded, and forwarded to the appropriate writers.

C. Letters and Requests to Additional Information Centers

Letters were sent to additional information storage centers which were felt to have potential relevance to the project. These included: DATRIX - University Microfilms, Federal Clearinghouse on Scientific and Technical Information and other agencies.

D. Survey for Identification of Research Reports

The project staff initiated a survey of all members of the Commission of Professors of Adult Education, State Directors of Adult Education, and Special Project Directors. The purpose of this activity was to identify research resources possibly missed through the other identification and retrieval activities.

XIV. EVALUATION PLANS (TO BE EMPLOYED)

A. Formal Evaluation of First Drafts

Following the submission of first drafts of the monographs, the project staff will distribute the documents to a pre-selected jury of practitioners. Those practitioners will be chosen so that a number of different regions of the country are represented. These geographic areas will include urban as New York City and Chicago; rural areas as the Mississippi Delta and Appalachian regions. The jury will be comprised of new and experienced practitioners working in migrant programs, Indian programs, WIN programs, and regular ABE programs.

B. Informal Evaluation of Monograph

Each "Research to Practice" monograph will have a "built-in" feedback mechanism. The last page of the monograph will be perforated and will serve as the questionnaire on one side and a self-addressed, prepaid post card on the reverse side. Users of the monographs will be requested to complete and mail this modified post card upon reading the monograph. This will provide the project staff with an economical means of securing practitioners' reactions to the monograph series.